CURRICULUM AND LEARNING

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MAJOR PROGRAMS

The department of Curriculum and Learning offers the following programs:

• Early Childhood Education preparing for a nursery-K regular and special education certification and grades 1-3 for regular education certification.
• Elementary Education preparing for certification in elementary grades 1-6.
• Collaborative Elementary/Special Education, preparing for certification in both elementary grades 1-6 and special education K-12.
• Interdisciplinary Studies (B.A. or B.S.), Early Childhood Teaching Credential (ECTC-B).
• Science Education: Preparing for Certification in 7-12 for Biology, Physics, Chemistry, or Earth Science.
• Dual Elementary/Bilingual Education preparing for certification in 1-6 regular and bilingual education.

Students who wish to become certified in early childhood, elementary, elementary/special education, or elementary/bilingual education must have an academic content major in an area outside of the College of Education. Students need to successfully complete the professional major in education with no grade less than "C" in any professional course.
**Early Childhood Certification**

Early Childhood Education fulfills the course requirements of the Connecticut Initial Educators Certificate and prepares the individual to teach nursery and kindergarten in both regular and special education, and grades 1-3 in regular education.

Students in the early childhood program are encouraged to begin their academic content major in their freshman year. It is recommended that students choose this major either in psychology or Interdisciplinary Studies (including at least one 18 credit minor in psychology). Students should receive academic advisement from both the interdisciplinary studies major department and the Curriculum and Learning Department.

Students working toward early childhood certification (N, K, grades 1-3) must pass through four gates. To pass through each gate, students complete a specific set of courses:

Gate 1: Students apply for admission to the early childhood program. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Academic Standards section of this catalog). In addition, the student must have passed the following courses: ENG 112, MAT 105, EDU 206, and SED 225 or SED 481. Students must earn a grade of C or higher in EDU 206, SED 225, and SED 481.

Gate 2: Students in Gate 2 take the following teacher preparation courses: EDU 305, EDU 308, EDU 309, EDU 319, and SED 235.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 312, EDU 322, EDU 407, SED 365, and EDU 471.

Gate 4: Students in Gate 4 take Student Teaching I and II (EDU 370 and EDU 470), and a seminar course, EDU 485.

Students must pass all required State of Connecticut tests to be recommended for certification.

**Elementary Education Certification**

The Elementary Education program fulfills the course requirements of the Connecticut Initial Educators Certificate and prepares the individual to teach elementary grades 1-6.

Students in the elementary education program are encouraged to begin their academic content major in their freshman year. They should receive academic advisement from the department of their academic content major and from the Curriculum and Learning Department.

Students working toward elementary certification (1-6) must pass through four gates.

Gate 1: Students apply for admission to the education program. Students must meet the State of Connecticut requirements for admission to a teacher preparation program (specified in the Academic Standards section of this catalog). In addition, the student
must have passed the following courses: ENG 112, MAT 105, EDU 200, and SED 225 or SED 481. Students must earn a grade of C or better in the required EDU and SED courses.

Gate 2: Students in Gate 2 take the following teacher preparation courses: EDU 305, EDU 307, EDU 316, EDU 317, EDU 330, and EDU 325.

Gate 3: Students in Gate 3 take the following teacher preparation courses: EDU 407, EDU 415, EDU 424, EDU 414, EDU 475, and either EDU 471 or TSL 418.

Gate 4: Students in Gate 4 take Student Teaching I and II (EDU 480) and the seminar course, (EDU 485).

Students must pass all State of Connecticut tests to be recommended for certification.

**Elementary/Special Education Collaborative Certification**

The Elementary/Special Education Collaborative program fulfills the course requirements for the Initial Certificate in Connecticut, and prepares the individual to teach all regular grades 1-6 and special education K-12. The description of the program can be found in the Special Education Department section of the catalog.

**Bilingual Education/Elementary Education**

The Elementary Education/Bilingual Education Dual Initial Certification Program prepares bilingual undergraduate students for certification to teach grades 1-6 in elementary schools to both English speaking and limited English proficient children. Graduates of this program who pass the appropriate exams will be dually certified by the State of Connecticut to teach elementary education and bilingual education.

Students in the Elementary Education/Bilingual Education Program should receive academic advisement from their academic content major and the Curriculum and Learning Department. Advanced planning with the elementary education department adviser and the bilingual education adviser at the freshman/sophomore level is critically important.

Additionally, before admission into the Teacher Education Program, candidates are required to provide proof of passing the American Council of Teachers of Foreign Languages (ACTFL) oral exam, typically taken in the sophomore year. If the candidate has not yet taken this exam, the candidate may provide a letter of affirmation written by a faculty member of the World Languages and Literatures Department stating that the student’s language proficiency suggests that he/she will be able to pass the ACTFL oral exam by the student's senior year. Students should consult with a bilingual education adviser as soon as possible to determine how to accomplish these language proficiency requirements. Students must pass all required State of Connecticut tests and ACTFL exams to be recommended for certification.

In addition to coursework leading to certification in elementary education (see above), the bilingual education coursework includes the following three education courses:

TSL 315 — Foundations of Bilingual Studies
TSL 321 — Assessment for English Language Learners
TSL 418 — ESL Methods in Content Instruction
The department offers the following:

Early Childhood Education, B.S.
Elementary Education, B.S.
Elementary Education, B.S. - Concentration: Bilingual
Liberal Studies, B.S.
Interdisciplinary Studies, B.S., Early Childhood Teaching Credential (ECTC-B)
Interdisciplinary Studies, B.A., Early Childhood Teaching Credential (ECTC-B)
Early Childhood Education, Post-Baccalaureate Teacher Certification
Elementary Education, Post-Baccalaureate Teacher Certification
Elementary Education/Bilingual, Post-Baccalaureate Teacher Certification
Biology 7-12, Post-Baccalaureate Teacher Certification
Chemistry 7-12, Post-Baccalaureate Teacher Certification
Earth Science 7-12, Post-Baccalaureate Teacher Certification
Physics 7-12, Post-Baccalaureate Teacher Certification
EARLY CHILDHOOD EDUCATION, B.S.

This program has a separate admission process. Please consult the admission requirements for this program on the School of Education page for more information.

Students who wish to become certified in early childhood education must have an additional academic major in an area outside of the School of Education with study in the areas of child and human development and family and community studies, or related areas.

The B.S. in Liberal Studies with concentrations in Psychology and Child, Family and Community Studies is recommended for these majors. Students will graduate with a B.S. degree, with a double major in Early Childhood Education and Liberal Studies. Upon selection of the Pre-Early Childhood Major, students will be automatically entered into the LBS program, with these pre-selected concentrations.

Students in the Early childhood major have the option to select a B.A. in a Psychology, with the approval of the Psychology and Curriculum and Learning Departments. Students who choose to pursue a B.A. major will receive a double baccalaureate and must apply for a B.S. degree in education as well as a B.A. degree in the subject area major they choose. If a student selects this option, it will take more than 120 credits to complete both programs.

Overall GPA of 2.7 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 206 – Principles of Early Childhood Education (‘C’ or better)

Tier 3 – Capstone:
EDU 322 – Family, School, and Community Partnerships (‘C’ or better)

MAJOR REQUIREMENTS
40.5 Credits Required
‘C’ or better required

EDU 305 – Emerging Literacies
EDU 308 – Children’s Literature and Literacy
EDU 309 – Curriculum Design Methods for Pre-K/K
EDU 312 – Integrated Curriculum in the Primary Classroom
EDU 319 – Integrated Mathematics, Science, and Technology for Early Childhood Education
EDU 407 - Developing Literacies
EDU 471 – Supporting English Learners for School Success (formerly IDS 471)
SED 235 – Early Childhood Special Education for the Exceptional Individual
SED 365 – Basic Principles of Academic Assessment and Remediation for Exceptional Individuals

Select one:
• SED 225 – Introduction to Exceptionalities
• SED 481 – Teaching Exceptional Students in Elementary Education Classroom

EDU 370 – Student Teaching I
EDU 470 – Student Teaching II
EDU 485 – Student Teaching Seminar

COGNATE REQUIREMENTS

9 Credits Required

EDU 414 - Applications of Child Development
MAT 105 – Mathematics for Elementary Education I
PSY 210 - Infant and Child Development or EDU 316 - Child Development and Psychology for Educators

SECOND MAJOR REQUIREMENTS

The B.S. in Liberal Studies is recommended with concentrations in Psychology and Child, Family and Community Studies.
39 Credits Required
2.0 GPA Required
Up to 9 credits may be counted towards LEP requirements

Requirements:
MAT 105 - Mathematics for Elementary Education I

Psychology
18 Credits Required

PSY 100 - Introduction to Psychology

Select an additional 15 credits in Psychology, with the following restrictions:
• Any 200-level PSY courses, which require PSY 100
• Any 300-level PSY courses (other than PSY 300, 303, 311, 313, 393), which require 3 credits in PSY at the 200-level and may have additional course prerequisites.
• PSY 303, 311, 313, 383, 393, and all 400-level courses have prerequisites specific to Psychology majors and Psychological Science minors. Psychology minors need departmental permission to register for these courses. Permission requests will be considered on a case-by-case basis.

Please note: PSY 197, 300, 463, 467, 471, 472, 473, and 499 may not be used for the minor.

Child, Family and Community Studies
18 Credits Required

TSL 315 - Foundations in Bilingual Education
REC 312 - Therapeutic Play

Select 12 Credits from:
EDU 110 - Experiencing the Arts
EDU 305 - Beginning Readers
EDU 316 - Child Development for Educators
EDU 414 - Applications of Child Development
PCH 356 - Maternal and Child Health
PSY 210 - Infant and Child Development
PSY 318 - Emotional and Social Development
PSY 320 - Abnormal Child Psychology
PSY 370 - Educational Psychology
REC 202 - Materials and Methods Birth to Five
REC 307 - Disabilities in Society
REC 403 - Mediating Problems in Community Settings
SHE 203 - School Health
SOC 265 - Self and Society
SOC 320 - Sociology of the Children
SOC 322 - Sociology of the Family

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
ELEMENTARY EDUCATION, B.S.

This program has a separate admission process. Please consult the admission requirements for this program on the School of Education page for more information.

Students who wish to become certified in elementary education must have an additional academic content major in an area outside of the School of Education.

The B.S. in Liberal Studies is recommended for these majors. Students will graduate with a B.S. degree, with a double major in Elementary Education and Liberal Studies. Upon selection of the Pre-Elementary major, students will be automatically entered into the LBS program, with pre-selected concentrations in English: Language, Literature and Writing and History. Students will be given the option to select other concentrations from an approved list. The approved concentrations prepare teacher candidates for the content knowledge needed to teach at the elementary level. Any changes to these concentrations within the Liberal Studies major outside of the approved list must be approved by the Department of Curriculum and Learning.

Students the Elementary major have the option to select a B.A. or a B.S. in a single subject major, with the approval of the Curriculum and Learning Department. Students who choose to pursue a B.A. major will receive a double baccalaureate and must apply for a B.S. degree in education as well as a B.A. degree in the subject area major they choose. Depending on the second majors a student selects, completion of the required double major (or double baccalaureate) may take more than 120 credits.

Overall GPA of 2.7 is required.

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II
Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools, and Society (‘C’ or better)

Tier 3 – Capstone:
EDU 415 – Responsive Curriculum and Assessment (‘C’ or better) (formerly EDU 311)

MAJOR REQUIREMENTS

44.5 Credits Required
‘C’ or better required

Select one:
• SED 225 – Introduction to Exceptionalities (recommended)
• SED 481 – Teaching Exceptional Students in Elementary Education Classroom

EDU 305 – Emerging Literacies
EDU 307 – Children’s Literature and Literacy
EDU 316 – Child Development and Psychology for Educators
EDU 317 – Science Education in the Elementary School
EDU 325 – Best Practices in Classroom Management
EDU 330 – Social Studies in Elementary Schools
EDU 407 - Developing Literacies
EDU 424 - Teaching Mathematics in the Elementary School (Formerly 324)
EDU 414 – Application of Child Development
EDU 475 – Supervised Fieldwork

Select one:
• EDU 471 – Supporting English Learners for School Success
• TSL 418 - ESL Methods in Content Instruction

EDU 480 - Student Teaching
EDU 485 – Student Teaching Seminar

COGNATE REQUIREMENTS

3 Credits Required
MAT 105 - Mathematics for Elementary Education I

SECOND MAJOR REQUIREMENTS
The B.S. in Liberal Studies is recommended with concentrations in English: Language, Literature and Writing and History.

39 Credits Required
2.0 GPA Required
Up to 9 credits may be counted towards LEP requirements

Requirements:
MAT 105 – Mathematics for Elementary Education I

**English: Language, Literature and Writing:**
18 Credits Required

ENG 307 - Literary Analysis for English Majors
ENG 309 - Rhetorical Strategies in Writing and Communication
  or ENG 200 - Intermediate Composition
ENG 312 - English Grammar Systems
ENG 372 - Young Adult Literature

Select one of the following two options (6 credits):
1. Any two 300-400 level ENG or LIT literature courses
2. Select one from: ENG 201, ENG 202, ENG 203 and one 300-400 level ENG or LIT literature course

**History:**
18 Credits Required

History minors must take at least 18 credits in history, which must include HIS 200 and one 300-level course, and may not include more than two 100 level courses.

HIS 200 - Historical Methods and Materials
Select one 300-level HIS course
Select 12 additional HIS credits

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
ELEMENTARY EDUCATION/BILINGUAL, POST-BACCALAUREATE TEACHER CERTIFICATION

The Post-Baccalaureate Teacher Certification Programs offer a defined set of courses beyond the undergraduate degree to prepare candidates for Connecticut teacher certification, though they do not lead to a degree. These programs require a bachelor's degree for admittance. However, since these programs are composed of undergraduate coursework, they are offered as undergraduate programs. These programs can be pursued on a full-time or part-time basis.

Candidates must maintain good standing throughout the teacher education program and meet all State requirements for certification (state licensure exam, online modules, etc.) in order to be recommended for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education.

48 Credits Required
GPA of 2.7 Required

Requirements:

EDU 200 - Teachers, Schools, and Society
EDU 305 - Emerging Literacies
EDU 316 - Child Development and Psychology for Educators
EDU 317 - Science Education in the Elementary School
EDU 407 - Developing Literacies
EDU 424 - Teaching Mathematics in Elementary School
EDU 330 - Social Studies in Elementary Schools
EDU 480 - Student Teaching
EDU 485 - Student Teaching Seminar I
SED 225 - Introduction to Exceptionalities OR
SED 481 - Exceptional Students in Elementary Education
SHE 203 - School Health
TSL 315 - Foundations of Bilingual Education
TSL 321 - Assessment for English Language Learners
TSL 418 - ESL Methods in Content Instruction

Southern Connecticut State University Undergraduate Catalog 2018 - 2019
LIBERAL STUDIES, B.S.

Southern offers a B.S. degree in liberal studies for students who are also majoring in the B.S. Elementary Education or Early Childhood and programs. The liberal studies program provides these students with an interdisciplinary major, as per State certification regulations. The Liberal Studies program is particularly well suited to meet the unique professional needs of Elementary and Early Childhood level educators, as it provides them the opportunity to acquire the content knowledge necessary to teach across disciplines in prek-6 school settings. Students in these education majors will continue to have the option to select a single subject major, with the approval of the Curriculum and Learning Department.

The difference between this program and the B.S. degree in liberal arts is that it does not restrict students to a single major, but rather allows them to broaden their studies by selecting two concentrations/minors of 18 credits each and Math 105, a cognate from their education major. The B.S. Liberal Studies program is only available to students also majoring in one of these education programs. A student who withdraws from the education program, will also be withdrawn from the Liberal Studies program.

Students who elect to pursue one of the education programs (Elementary Education or Early Childhood program) will automatically enter into the LBS program, with pre-selected concentrations/minors from a list of approved concentrations/minors for their education major (see the education program catalog descriptions). Any changes to these concentrations/minors must be approved by the Department of Curriculum and Learning. Students in the Liberal Studies program must follow the Liberal Education Program category restrictions from their education major. Further, students may use up to three courses from the Liberal Education Tier 1 or 2 requirement within their Liberal Studies program.

Like all students at the University, liberal studies students must also satisfy the Liberal Education Requirements for the B.S. degree; liberal studies students will follow the Liberal Education course requirements for their respective education major. Students may use up to three courses that meet a Liberal Education Tier 1 or 2 requirement towards their either of the Liberal Studies program concentrations/minors. Further, they must complete at least the 120 credits required for a bachelor degree. At least 36 of these 120 credits must be in courses at the 300-level or higher. A 2.0 QPR is also required in each concentration/minor in order to graduate from the program. Students are required to meet the QPR requirements of their education program.

Overall GPA of 2.0 is required.
120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS
Note: These requirements/restrictions are the same for those in their required EDUCATION major.

Tier 1 – Quantitative Reasoning
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II

Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools and Society (‘C’ or better) - for Elementary Education majors
or EDU 206 – Principles of Early Childhood Education (‘C’ or better) - for Early Childhood Education majors

Tier 3 – Capstone:
EDU 413 – Responsive Curriculum and Assessment (‘C’ or better) - for Elementary Education majors
or EDU 322 – Family, School, and Community Partnerships (‘C’ or better) - for Early Childhood Education majors

MAJOR REQUIREMENTS

39 Credits Required (up to 9 credits may also be counted towards LEP requirements)

• MAT 105 - Mathematics for Elementary Education I
• Two 18-credit concentrations/minors as recommended by the education major

B.S. Liberal Studies majors must also have a second major in one of the following: Early Childhood Education or Elementary Education. See the catalog description of each of the majors for details of the education major. The following are the recommended Liberal Studies concentrations/minors for each of the education majors. Liberal Studies majors may also select from existing minors and IDS-concentrations, as approved for their education major by the Curriculum and Learning Department.

B.S. Liberal Studies for Elementary Education majors:

History
18 Credits Required
Requirements:

• HIS 200 - Historical Methods and Material
• Select one 300-level HIS course
• Select 12 additional HIS credits, may not include more than two 100-level courses.

English: Language, Literature and Writing
18 Credits Required
Requirements:

- ENG 307 - Literacy Analysis for English majors
- ENG 309 - Rhetorical Strategies in Writing and Communication or ENG 200 - Intermediate Composition
- ENG 312 - English Grammar Systems
- ENG 372 - Young Adult Literature
- Select one of the following two options (6 credits):
  - Any two 300-400 level ENG or LIT literature courses
  - Select one from: ENG 201, 202, 203 and one 300-400 level ENG or LIT literature course

B.S. Liberal Studies for Early Childhood majors:

**Psychology**
18 Credits Required
PSY 100 - Introduction to Psychology
Select an additional 15 credits in Psychology, with the following restrictions:

- Any 200-level PSY courses, which require PSY 100
- Any 300-level PSY courses (other than PSY 300, 303, 311, 313, 393), which require 3 credits in PSY at the 200-level and may have additional course prerequisites.
- PSY 303, 311, 313, 383, 393, and all 400-level courses have prerequisites specific to Psychology majors and Psychological Science minors. Psychology minors need departmental permission to register for these courses. Permission requests will be considered on a case-by-case basis. Please note: PSY 197, 300, 463, 467, 471, 472, 473, and 499 may not be used for the minor.

**Child, Family, and Community Studies**
18 Credits Required
TSL 315 - Foundation in Bilingual Education
REC 312 - Therapeutic Play
Select an additional 12 from the following electives in the concentration:

- EDU 110 - Experiencing the Arts
- EDU 305 - Beginning Readers
- EDU 316 - Child Development for Educators
- EDU 414 - Applications of Child Development
- PCH 356 - Maternal and Child Health
- PSY 210 - Infant and Child Development
- PSY 318 - Emotional and Social Development
- PSY 320 - Abnormal Child Psychology
- PSY 370 - Educational Psychology
- REC 202 - Materials and Methods Birth to Five
- REC 307 - Disabilities in Society
- REC 403 - Mediating Problems in Community Settings
- SHE 203 - School Health
- SOC 265 - Self and Society
- SOC 320 - Sociology of the Children
- SOC 322 - Sociology of the Family
COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach Overall Credits Required (listed above).
EARTH SCIENCE 7-12, POST-BACCALAUREATE TEACHER CERTIFICATION

The Post-Baccalaureate Teacher Certification Programs offer a defined set of courses beyond the undergraduate degree to prepare candidates for Connecticut teacher certification, though they do not lead to a degree. These programs require a bachelor's degree for admittance. However, since these programs are composed of undergraduate coursework, they are offered as undergraduate programs. These programs can be pursued on a full-time or part-time basis.

Candidates must maintain good standing throughout the teacher education program and meet all State requirements for certification (state licensure exam, online modules, etc.) in order to be recommended for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education.

33 Credits Required
GPA of 2.7 Required

Requirements:

EDU 200 - Teachers, Schools, and Society
EDU 316 - Child Development and Psychology for Educators
EDU 413 - Secondary Education
EDU 471 - Supporting English Learners for School Success
RDG 470 - Literacy in the Content Areas
SCE 490 - Science (Secondary School)
SCE 494 - Student Teaching -Science
SCE 496 - Student Teaching Seminar - Science
SED 482 - Teaching Exceptional Students in Secondary Education Classroom
SHE 203 - School Health

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development)
Module 2: Dyslexia Required
PHYSICS 7-12, POST-BACCALAUREATE TEACHER CERTIFICATION

The Post-Baccalaureate Teacher Certification Programs offer a defined set of courses beyond the undergraduate degree to prepare candidates for Connecticut teacher certification, though they do not lead to a degree. These programs require a bachelor's degree for admittance. However, since these programs are composed of undergraduate coursework, they are offered as undergraduate programs. These programs can be pursued on a full-time or part-time basis.

Candidates must maintain good standing throughout the teacher education program and meet all State requirements for certification (state licensure exam, online modules, etc.) in order to be recommended for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education.

33 Credits Required
GPA of 2.7 Required

Requirements:
EDU 200 - Teachers, Schools, and Society
EDU 316 - Child Development and Psychology for Educators
EDU 413 - Secondary Education
EDU 471 - Supporting English Learners for School Success
RDG 470 - Literacy in the Content Areas
SCE 490 - Science (Secondary School)
SCE 494 - Student Teaching -Science
SCE 496 - Student Teaching Seminar - Science
SED 482 - Teaching Exceptional Students in Secondary Education Classroom
SHE 203 - School Health

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development)
Module 2: Dyslexia Required
INTERDISCIPLINARY STUDIES, B.A.,
EARLY CHILDHOOD TEACHING
CREDENTIAL (ECTC-B)

120 Overall Credits Required

Admission to the ECTC B program requires that students have completed an Associate of Science in Early Childhood Education.

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Liberal Education Program

45 Credits Required

Students must complete a comprehensive three-tiered Liberal Education Program (LEP). View all requirements of the tiers on the Liberal Education Program.

While the choice of courses that fulfill the requirements is generally left up to students, some departments require that students select specific courses to complement their major. This major has specific Tier requirements/restrictions for the following:

Tier 3 - Capstone
EDU 322 - Family, School and Community

MAJOR REQUIREMENTS

A minimum 2.0 GPA in each concentration.

Requirements:
Completion of two 18-credit concentrations.
Concentration requirements are identical to requirements for minors with one difference: Courses used to satisfy an LEP requirement, may not also fulfill a concentration requirement.

To create a BA-IDS degree with the Early Childhood Teaching Credential (ECTC-Level B) students have the following concentrations:

• Required: Early Childhood Curriculum and Pedagogy concentration.
  18 Credits Required

  SED 235
- Early Childhood Special Education

EDU 331
- Positive Guidance and Culturally Responsive Pedagogy

EDU 352
- Early Childhood Integrated Curriculum, Observation, and Assessment

EDU 416
- Leadership, Policy, and Professionalism in Early Childhood Education

EDU 456
- Practicum and Seminar

• Required: Child, Family and Community Studies concentration.

18 Credits Required
TSL 315 - Foundations in Bilingual Education
REC 312 - Therapeutic Play

Select 12 Credits from:
EDU 110 - Experiencing the Arts or IDS 110 - Experiencing the Arts
EDU 305 - Emerging Literacies
EDU 316 - Child Development for Educators
EDU 414 - Applications of Child Development
PCH 356 - Maternal and Child Health
PSY 210 - Infant and Child Development
PSY 318 - Emotional and Social Development
PSY 320 - Abnormal Child Psychology
PSY 370 - Educational Psychology
REC 202 - Materials and Methods Birth to Five
REC 307 - Disabilities in Society
REC 403 - Mediating Problems in Community Settings
SHE 203 - School Health
SOC 265 - Self and Society
SOC 320 - Sociology of the Children
SOC 322 - Sociology of the Family

Students should note the following restrictions:
• Students may not select more than one existing concentration from the same discipline.
• Students may take more than the minimum 18 credits required for a concentration; in a discipline with an established concentration, however, no more than 24 credits (not including those taken as LEP) will count toward the 120 credits needed for graduation.
Students who want to take more than 24 credits in any single area should major in that area.

A minimum of 36 credits overall at the 300 or 400 level. (Courses counted toward any requirement may be used to fulfill this requirement)

**COGNATE REQUIREMENTS**

No cognates are required for this program.

**FREE ELECTIVES**

Remaining credits to reach total Overall Credits Required (listed above).
INTERDISCIPLINARY STUDIES, B.S., EARLY CHILDHOOD TEACHING CREDENTIAL (ECTC-B)

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Tier 3 - Capstone
EDU 322 - Family, School, and Community

MAJOR REQUIREMENTS

A minimum 2.0 GPA in each concentration.

Requirements:
Completion of three 18-credit concentrations.
Concentration requirements are identical to requirements for minors with one difference:
Courses used to satisfy an LEP requirement, may not also fulfill a concentration requirement.

To create a BS-IDS degree with the Early Childhood Teaching Credential (ECTC Level B) students have the following concentration options:

• Required: Early Childhood Curriculum and Pedagogy concentration.
  18 Credits Required
  SED 235 - Early Childhood Special Education
  EDU 331 - Positive Guidance and Culturally Responsive Pedagogy
  EDU 352 - Early Childhood Integrated Curriculum, Observation, and Assessment
  EDU 416 - Leadership, Policy, and Professionalism in Early Childhood Education
  EDU 456 - Practicum and Seminar

• Required: Child, Family and Community Studies concentration.
  18 Credits Required
  TSL 315 - Foundations in Bilingual Education
  REC 312 - Therapeutic Play
  Select 12 Credits from:
  EDU 110 - Experiencing the Arts or IDS 110 - Experiencing the Arts
  EDU 305 - Emerging Literacies
  EDU 316 - Child Development for Educators
EDU 414 - Applications of Child Development
PCH 356 - Maternal and Child Health
PSY 210 - Infant and Child Development
PSY 318 - Emotional and Social Development
PSY 320 - Abnormal Child Psychology
PSY 370 - Educational Psychology
REC 202 - Materials and Methods Birth to Five
REC 307 - Disabilities in Society
REC 403 - Mediating Problems in Community Settings
SHE 203 - School Health
SOC 265 - Self and Society
SOC 320 - Sociology of the Children
SOC 322 - Sociology of the Family

• Select One: A third concentration from the minors list or an approved self-designed 18-credit interdisciplinary concentration.

Students should note the following restrictions:

• Students may not select more than one existing concentration from the same discipline.
• Students may take more than the minimum 18 credits required for a concentration; in a discipline with an established concentration, however, no more than 24 credits (not including those taken as LEP) will count toward the 120 credits needed for graduation. Students who want to take more than 24 credits in any single area should major in that area.
• A self-designed interdisciplinary concentration must be approved by the Interdisciplinary Studies Program Director and the Interdisciplinary Studies Academic Advising Coordinator in consultation with the Interdisciplinary Studies Committee prior to the completion of more than 9 credits in the proposed concentration and the completion of 60 credits overall (75 credits for transfer students). Students who have earned more than 60 credits (75 credits for transfer students) may file a written appeal with the Interdisciplinary Studies Committee for waiver of this requirement detailing the reasons which would warrant an exception to the policy.

A minimum of 36 credits overall at the 300 or 400 level. (Courses counted toward any requirement may be used to fulfill this requirement)

COGNATE REQUIREMENTS

No cognates are required for this program.

FREE ELECTIVES

Remaining credits to reach total Overall Credits Required (listed above).
The Post-Baccalaureate Teacher Certification Programs offer a defined set of courses beyond the undergraduate degree to prepare candidates for Connecticut teacher certification, though they do not lead to a degree. These programs require a bachelor's degree for admittance. However, since these programs are composed of undergraduate coursework, they are offered as undergraduate programs. These programs can be pursued on a full-time or part-time basis.

Candidates must maintain good standing throughout the teacher education program and meet all State requirements for certification (state licensure exam, online modules, etc.) in order to be recommended for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education.

33 Credits Required
GPA of 2.7 Required

Requirements:

EDU 200 - Teachers, Schools, and Society
EDU 316 - Child Development and Psychology for Educators
EDU 413 - Secondary Education
EDU 471 - Supporting English Learners for School Success
RDG 470 - Literacy in the Content Areas
SCE 490 - Science (Secondary School)
SCE 494 - Student Teaching -Science
SCE 496 - Student Teaching Seminar - Science
SED 482 - Teaching Exceptional Students in Secondary Education Classroom
SHE 203 - School Health

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development)
Module 2: Dyslexia Required
ELEMENTARY EDUCATION/BILINGUAL, B.S.

This program has a separate admission process. Please consult the admission requirements for this program on the School of Education page for more information.

Students who wish to become certified in elementary education must have an additional academic content major in an area outside of the School of Education.

The B.S. in Liberal Studies is recommended for these majors. Students will graduate with a B.S. degree, with a double major in Elementary Education/Bilingual Concentration and Liberal Studies. Upon selection of the Pre-Elementary/Bilingual Concentration Major, students will be automatically enrolled into the LBS program, with pre-selected concentrations/minors approved by the Department of Curriculum and Learning to prepare teacher candidates for the content knowledge needed to teach at the elementary level. Any changes to these concentrations/minors within the Liberal Studies major must be approved by the Department of Curriculum and Learning.

Students in the Elementary major have the option to select a B.A. or a B.S. in a single subject major, with the approval of the Curriculum and Learning Department. Students who choose to pursue a B.A. major will receive a double baccalaureate and must apply for a B.S. degree in education as well as a B.A. degree in the subject area major they choose. A double baccalaureate will require students complete 150 credits.

All requirements in each major or degree program must be fulfilled. However, courses in the Liberal Education Program requirement in one program may fulfill the same requirement in the other program.

Depending on the second major a student selects, completion of the required double major (or double baccalaureate) may take more than 120 credits.

Overall GPA of 2.7 Required

120 Overall Credits Required

LIBERAL EDUCATION PROGRAM AND WRITING REQUIREMENTS

Tier 1 – Quantitative Reasoning:
MAT 106 – Mathematics for Elementary Education II

Tier 2 – American Experience (Select one):
HIS 110 – United States History I
HIS 111 – United States History II
Tier 2 – Mind and Body:
SHE 203 – School Health

Tier 2 – Social Structure, Conflict, and Consensus:
EDU 200 – Teachers, Schools, and Society (‘C’ or better)

Tier 3 – Capstone:
TSL 321 - Assessment of English Learners (‘C’ or better)

MAJOR REQUIREMENTS

39 Credits Required
‘C’ or better required

• EDU 305 – Emerging Literacies
• EDU 316 – Child Development and Psychology for Educators
• EDU 317 – Science Education in the Elementary School
• EDU 325 – Best Practices in Classroom Management
• EDU 330 – Social Studies in Elementary Schools
• EDU 407 - Developing Literacies
• EDU 414 – Application of Child Development
• EDU 424 - Teaching Mathematics in the Elementary School (Formerly EDU 324)
• EDU 480 - Student Teaching
• EDU 485 – Student Teaching Seminar

Select one:
• SED 225 – Introduction to Exceptionalities (recommended)
• SED 481 – Teaching Exceptional Students in Elementary Education Classroom

COGNATE REQUIREMENTS

9 Credits Required

• MAT 105 – Mathematics for Elementary Education I
• TSL 315 – Foundations in Bilingual Education (‘C’ or better)
• TSL 418 – ESL Methods in Content Instruction (‘C’ or better)

SECOND MAJOR REQUIREMENTS

The B.S. in Liberal Studies is recommended with concentrations in Spanish and English, Language, Literature and Writing.

39 Credits Required
2.0 GPA Required
Up to 9 credits may be counted towards LEP requirements

MAT 105
- Mathematics for Elementary Education

**Spanish**

18 Credits Required

- Students enroll in Spanish courses, at a level consistent with their past background, and complete 18 credits in the sequenced offerings.

**English, Language, Literature and Writing**

18 Credits Required

- ENG 307 - Literary Analysis for English Majors
- ENG 309 - Rhetorical Strategies in Writing and Communication
  - or ENG 200 - Intermediate Composition
- ENG 312 - English Grammar Systems
- ENG 372 - Young Adult Literature
- Select one of the following two options (6 credits):
  - Any two 300-400 level ENG or LIT literature courses
  - Select one from: ENG 201, ENG 202, ENG 203 and one 300-400 level ENG or LIT literature course

**NOTE:**

- Students may select a different concentration from a list of options that are approved by the curriculum and learning department. Any changes to these concentrations within the Liberal Studies major outside of the approved list must be approved by the Department of Curriculum and Learning.

- Students have the option to select a B.A. or a B.S. in a single subject major, with approval of the Curriculum and Learning Department.

**FREE ELECTIVES**

Remaining credits to reach Overall Credits Required (listed above).
BIOLOGY 7-12, POST-BACCALAUREATE TEACHER CERTIFICATION

The Post-Baccalaureate Teacher Certification Programs offer a defined set of courses beyond the undergraduate degree to prepare candidates for Connecticut teacher certification, though they do not lead to a degree. These programs require a bachelor's degree for admittance. However, since these programs are composed of undergraduate coursework, they are offered as undergraduate programs. These programs can be pursued on a full-time or part-time basis.

Candidates must maintain good standing throughout the teacher education program and meet all State requirements for certification (state licensure exam, online modules, etc.) in order to be recommended for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut’s teacher certification regulations and keeping abreast of changes to those regulations. If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education.

33 Credits Required  
GPA of 2.7 Required

Requirements:

EDU 200 - Teachers, Schools, and Society  
EDU 316 - Child Development and Psychology for Educators  
EDU 413 - Secondary Education  
EDU 471 - Supporting English Learners for School Success  
RDG 470 - Literacy in the Content Areas  
SCE 490 - Science (Secondary School)  
SCE 494 - Student Teaching -Science  
SCE 496 - Student Teaching Seminar - Science  
SED 482 - Teaching Exceptional Students in Secondary Education Classroom  
SHE 203 - School Health

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development)  
Module 2: Dyslexia Required
EARLY CHILDHOOD EDUCATION,
POST-BACCALAUREATE TEACHER CERTIFICATION

The Post-Baccalaureate Teacher Certification Programs offer a defined set of courses beyond the undergraduate degree to prepare candidates for Connecticut teacher certification, though they do not lead to a degree. These programs require a bachelor's degree for admittance. However, since these programs are composed of undergraduate coursework, they are offered as undergraduate programs. These programs can be pursued on a full-time or part-time basis.

Candidates must maintain good standing throughout the teacher education program and meet all State requirements for certification (state licensure exam, online modules, etc.) in order to be recommended for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education.

44.5 Credits Required
GPA of 2.7 Required

Requirements:

EDU 316
- Child Development and Psychology for Educators

EDU 471
- Supporting English Learners for School Success

SED 235
- Early Childhood Special Education for the Exceptional Individual

SED 435
- Language Arts for the Exceptional Individuals

EDU 206
- Principles of Early Childhood Education

EDU 305
- Emerging Literacies

EDU 312
- Integrated Curriculum in the Primary Classroom
EDU 319
- Integrated Mathematics, Science, and Technology for Early Childhood Education

EDU 322
- Family, School, Community Partnerships

EDU 475
- Supervised Field Work

EDU 370
- Early Childhood Student Teaching I

EDU 470
- Early Childhood Student Teaching II

EDU 485
- Student Teaching Seminar

SHE 203
- School Health

SED 225
- Introduction to Exceptionalities  OR

SED 481
- Exceptional Students in Elementary Education
ELEMENTARY EDUCATION 1-6,
POST-BACCALAUREATE TEACHER CERTIFICATION

The Post-Baccalaureate Teacher Certification Programs offer a defined set of courses beyond the undergraduate degree to prepare candidates for Connecticut teacher certification, though they do not lead to a degree. These programs require a bachelor's degree for admittance. However, since these programs are composed of undergraduate coursework, they are offered as undergraduate programs. These programs can be pursued on a full-time or part-time basis.

Candidates must maintain good standing throughout the teacher education program and meet all State requirements for certification (state licensure exam, online modules, etc.) in order to be recommended for certification to the State Department of Education. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations. If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education.

41.5 Credits Required
GPA of 2.7 Required

Requirements:

EDU 200
- Teachers, Schools, and Society

EDU 305
- Emerging Literacies

EDU 316
- Child Development and Psychology for Educators

EDU 317
- Science Education in the Elementary School

EDU 330
- Social Studies in Elementary Schools

EDU 407
- Developing Literacies

EDU 424
- Teaching Mathematics in Elementary School
EDU 471
- Supporting English Language Learners for School Success

EDU 475
- Supervised Fieldwork

EDU 480
- Student Teaching

EDU 485
- Student Teaching Seminar

SED 225
- Introduction to Exceptionalities  OR

SED 481
- Teaching Exceptional Students in Elementary Education

SHE 203
- School Health
EDU 106 - New Literacies: Digital Text and Tools for Learning
Highlights the shifting nature of literacy and social practices as new digital texts and tools emerge. Instructs students in the technological fluencies required in the 21st century.
Last Offered: Spring 2020
3 credits

EDU 200 - Teachers, Schools, and Society
An examination of the social, cultural, and political origins of contemporary schooling, with a focus on schools as social institutions that reflect larger social conflict and change. The course focuses on the role of teachers as both actor and subjects of educational reform movements. Course includes required field experiences in an educational setting.
Prerequisite(s): Education program or departmental permission.
Last Offered: Spring 2020
3 credits

EDU 206 - Principles of Early Childhood Education
Focuses on the distinct philosophies, theories, standards, policies, values and issues of collaborations in the field of Early Childhood Education. A 40 hour field placement in an early childhood school setting provides students with an opportunity to experience what it means to be an early childhood teacher and relate theory to practice. Students learn to navigate their role as early childhood professionals.
Prerequisite(s): Early Childhood program or departmental permission.
Last Offered: Spring 2020
3 credits

EDU 300 - Student Teaching I
Guided observation of the teaching process and supervised student teaching coordinated with study of curricula and educational materials.
Prerequisite(s): Departmental permission.
Last Offered: Spring 2020
6 credits

EDU 301 - Reading
Study of how children learn to read and an analysis of current practices in teaching reading.
Prerequisite(s): Departmental permission.
Last Offered: Fall 2018
3 credits

EDU 305 - Emerging Literacies
An introduction to the development of academic languages, oral and written, through linguistic, cognitive and literacy meaning-making processes in young learners. This course examines the development and assessment of phonological and phonemic awareness, phonics, spelling and of cueing systems paired with balanced teaching approaches that are grounded in student-centered learning theories that stress the role of school, home, and community.
Prerequisite(s): EDU 200 or EDU 206 and Admission into Elementary, Elementary Bilingual, or Early Childhood program, or IDS major with Child, Families and Communities Studies Concentration.
Last Offered: Spring 2020
3 credits
EDU 307 - Children’s Literature and Literacy
Study of how literature can be used as a springboard for teaching language arts in the elementary grade classroom.
Prerequisite(s): EDU 200 or EDU 206 and admission to the Elementary Education, Bilingual Education, or Special Education (Collaborative or Comprehensive) program.
Last Offered: Spring 2020
3 credits

EDU 308 - Children’s Literature and Literacy: Early Childhood
Study of ways to help children use and develop language skills to listen, speak, read, and write using children’s literature as a springboard.
Prerequisite(s): EDU 206 and Acceptance into Early Childhood Education Program.
Last Offered: Spring 2020
3 credits

EDU 309 - Curriculum Design and Methods for Pre-K/ K
Study of teacher’s role in facilitating the preschool/kindergarten child’s learning and development. Course addresses curriculum, pedagogy, assessment, and positive guidance. Field work component links theory of practice.
Prerequisite(s): EDU 206 and Acceptance into the Early Childhood Education Program.
Last Offered: Spring 2020
3 credits

EDU 312 - Integrated Curriculum in the Primary Classroom
Study of the teacher’s role in facilitating children’s learning and development in grades 1-3. Course addresses curriculum, pedagogy, assessment and differentiation. Field work component links theory to practice.
Prerequisite(s): EDU 206 and Acceptance into the Early Childhood Education Program.
Last Offered: Spring 2020
3 credits

EDU 316 - Child Development and Psychology for Educators
Focuses on patterns of typical and atypical development from birth through adolescence and young adulthood. Emphasis on developmental theories, varied research methodologies, and the development of observational skills to discern individual differences and begin to analyze developmental characteristics among early and middle childhood and all stages of adolescence.
Prerequisite(s): EDU 200 or EDU 206 and Acceptance into any of the Educator Preparation Programs or IDS major w/concentration in Child, Families and Community Studies.
Last Offered: Spring 2020
3 credits

EDU 317 - Science Education in the Elementary School
Examines the content, organization, and techniques of instruction in elementary science from Kindergarten through grade 6. Emphasis is on directed teaching; inquiry; discovery and the problem-solving methodologies endorsed by current reform efforts for achievement of optimal learning and comprehension.
Prerequisite(s): EDU 200 and Admission to Elementary Education, Bilingual Education, or Special Education (Collaborative or Comprehensive) programs.
Last Offered: Spring 2020
3 credits

EDU 319 - Integrated Mathematics, Science, and Technology for Early Childhood Education
An integrated approach to the teaching of mathematics, science, and technology for early childhood educators. Cooperative learning, use of manipulative, hands on lessons, and educational technology designed to motivate students and help them understand the theories, practices, and processes of mathematics and science is emphasized in this course.
Prerequisite(s): EDU 206 and Admission into Early Childhood Education Program.
Last Offered: Fall 2019
3 credits
EDU 320 - Integrated Mathematics and Science for Elementary Education

The content, organization, techniques of instruction, and the application of technology in elementary science and mathematics.
Prerequisite(s): MAT 106 and departmental permission.
Last Offered: Fall 2015
3 credits

EDU 321 - Social Studies Curriculum and Pedagogy

A study of social studies curriculum and pedagogy, with a focus on understanding the global and multicultural education. Instructional strategies that support integrated curriculum and cooperative learning will be explored.
Prerequisite(s): Admission to the Collaborative program.
Last Offered: Spring 2020
1.5 credits

EDU 322 - Family, School, and Community Partnerships

Theories and practices for building strong family, school, and community relationships; programs and approaches to help teachers to encourage parent involvement and effectively support diverse families.
Prerequisite(s): EDU 309 or SED 325, Admission to Early Childhood Ed. or Comp. Special Ed. or IDS w/ Child, Families, and Comm., 6 of 8 Tier 2 complete (Honors Coll.: 15 cr. HON or 45 cr. total), and prior or concurrent completion of all Tier 1 (Honors Coll.: T1MC and T1QR only).
Last Offered: Spring 2020
3 credits

EDU 325 - Best Practices in Classroom Management

The proactive and reactive components of effective classroom management; emphasis is on the link between normative student development, academic performance, and behavior. Topics include environmental design, organizational design, establishment of rules and procedures, and management styles. Field experience in a school setting provides opportunities to link theory with practice.
Prerequisite(s): EDU 200 and admission into Elementary Education or Bilingual Education program.
Last Offered: Spring 2020
3 credits

EDU 330 - Social Studies in Elementary Schools

An examination of social studies content and pedagogy at the elementary school level, with a focus on integrated curriculum, historical/social studies literacy, backward planning in the design units and lessons, and cooperative and active instructional teaching methods.
Prerequisite(s): EDU 200 and admission into Elementary Education, Bilingual Education, or Special Education (Collaborative) program.
Last Offered: Spring 2020
3 credits

EDU 331 - Positive Guidance and Culturally Responsive Pedagogy in Early Childhood

Examination of research, theories, and practices related to effective classroom management and support for children's social/emotional development in early childhood settings. A focus will be on culturally responsive approaches to positive guidance and classroom climate to effectively meet the needs of all students. Methodologies for supporting children with significant challenging behavior in the classroom will be included.
Prerequisite(s): Major IDS w/concentration in Child, Family, and Community Studies.
Last Offered: Fall 2018
3 credits
EDU 352 - Early Childhood Integrated Curriculum and Assessment

Exploration of the principles of learning, curriculum, and pedagogy as well as the relationship among assessment, instruction, and monitoring learning. The roles of play, inquiry and active exploration in learning for both I/T and Pre-K will be explored. Focus will be on the implementation of effective early childhood programs for young children from diverse cultures and children with varied learning needs, as well as the use of authentic assessment strategies to describe a child's learning strengths and instructional needs.
Prerequisite(s): Major in IDS w/concentration in Child, Family, and Community Studies.
Last Offered: Spring 2019
3 credits

EDU 370 - Early Childhood Student Teaching I

Guided observation and supervised student teaching in cooperating school. Six-week course.
Prerequisite(s): EDU 322
Last Offered: Spring 2020
5 credits

EDU 398 - Special Topic

Examination of developments, issues, and current ideas in the field of education.
Prerequisite(s): Acceptance into the Education Department program.
Last Offered: Fall 2018
1 to 3 credits

EDU 400 - Student Teaching II

Guided observation and supervised student teaching in cooperating schools. Eight-week course.
Prerequisite(s): EDU 300 and departmental permission.
Last Offered: Spring 2020
6 credits

EDU 407 - Developing Literacies

A sociocultural exploration of how cueing systems, meaning, fluency, comprehension, text structure, genre, and writing play a critical role in developing and assessing academic literacies. Building upon theoretical foundations of the prerequisite literacy course, this course examines strategies that expand academic literacies that recognize the role of identity power.
Prerequisite(s): EDU 305 or SED 435 and Admission into Elementary Education, Bilingual Education, or or Special Education (Collaborative) program.
Last Offered: Spring 2020
3 credits

EDU 413 - Secondary Education

A general study of secondary education curriculum and pedagogy. A required field experience in a middle or high school setting provides opportunities to link theory with practice.
Prerequisite(s): EDU 200 and Admission into a secondary level Educational Preparation Program.
Last Offered: Spring 2020
3 credits

EDU 414 - Applications of Child Development

Study of personality development, growth, needs, and guidance of children from early childhood through age 12.
Prerequisite(s): EDU 316 or PSY 210 and admission to Elementary Education, Bilingual Education, Early Childhood Education, Special Education (Collaborative), or IDS major w/concentration in Child, Family, and Community Studies.
Last Offered: Spring 2020
3 credits
EDU 415 - Responsive Curriculum and Assessment

Engages future teachers in studying diverse classroom, school, and community contexts; assessing elementary students' strengths, weaknesses, interests, and background knowledge; and implementing curriculum based on assessment results and context.

Prerequisite(s): EDU 325 or SED 325 and admission to the Elementary Education, Bilingual Education, or Special Education (Collaborative) program, 6 of 8 Tier 2 complete (Honors Coll.: 15 cr. HON or 45 cr. total), and prior or concurrent completion of all Tier 1 (Honors Coll.: T1MC and T1QR only).

Last Offered: Spring 2020
3 credits

EDU 416 - Leadership, Policy and Professionalism in Early Childhood Education

Study of the impacts of policies on early childhood programs, practitioners, children, and families. Focus on the development of knowledge, skills, and dispositions to advocate for and to be engaged actively in early childhood policy initiatives. Exploration of historical and current trends and issues involving legislation and policy in early childhood education, multilingual education, early childhood special education, and multicultural education. Focuses on role of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education.

Prerequisite(s): IDS Major w/concentration in Child, Family, and Community Studies.

Last Offered: Spring 2019
3 credits

EDU 424 - Teaching Mathematics in Elementary School.

Examines the mathematics covered in grades K to 6. Also examines the use and meaning of numbers in children's lives and the current trends in mathematics education.

Prerequisite(s): MAT 106 and EDU 330 or SED 325 and admission to Elementary Education, Bilingual Bilingual Education, or Special Education (Comprehensive or Collaborative) program.

Last Offered: Spring 2020
3 credits

EDU 444 - DSAP Supervision and Appraisal

This course is for Post Baccalaureate students who are teaching under a DSAP permit. To waive student teaching, students would need to take and pass EDU 444 over 2 semesters; pass the student teaching seminar and its required assessments (i.e. edTPA); and submit proof of 10 months of successful teaching. Special Information: Course taken for pass/fail only.

Prerequisite(s): 12 credits of post-bacc program completed

Last Offered: Spring 2020
3 credits

EDU 450 - Student Teaching I

Guided observation and supervised student teaching in cooperating schools.

Prerequisite(s): departmental permission.

Last Offered: Spring 2020
5 credits

EDU 451 - Student Teaching II

Guided observation and supervised student teaching in cooperating schools.

Prerequisite(s): departmental permission.

Last Offered: Spring 2020
5 credits

EDU 470 - Early Childhood Student Teaching II

Guided observation and supervised student teaching in cooperating schools. Ten-week course.

Prerequisite(s): EDU 322

Last Offered: Spring 2020
6 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite(s)</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 471</td>
<td>Supporting English Learners for School Success</td>
<td>This course is for future and current public school teachers, to increase their effectiveness in helping English Language Learners (ELLs) learn and remember selected content (i.e., math, science, social studies, and literature). The course focuses on ESL methodologies and ways to modify mainstream course materials and instructional strategies so that ELLs can engage in course content while simultaneously developing their new language.</td>
<td>ART 370 or EDU 307 or EDU 308 or EDU 413 or EXS 352 or SED 435 and admission to any Educator Preparation Program.</td>
<td>Spring 2020</td>
<td>1.5</td>
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<tr>
<td>EDU 475</td>
<td>Supervised Fieldwork</td>
<td>Supervised field placement in a public school classroom designed to allow implementation of skills and knowledge gained in methods courses. Students will collaborate with a classroom teacher to design and implement small group and whole group lessons.</td>
<td>Admission to Education Preparation Program.</td>
<td>Spring 2020</td>
<td>1</td>
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<tr>
<td>EDU 480</td>
<td>Student Teaching</td>
<td>Guided observations and supervised student teaching in cooperating schools. Sixteen-week course.</td>
<td>EDU 305, 317, 407 and 424</td>
<td>Spring 2020</td>
<td>11</td>
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<tr>
<td>EDU 485</td>
<td>Student Teaching Seminar</td>
<td>Issues and current practices in education are discussed in light of current placements. Topics include Connecticut regulations, classroom management, planning, and implementing curriculum.</td>
<td>Must be taken concurrently with student teaching.</td>
<td>Spring 2020</td>
<td>1</td>
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<tr>
<td>EDU 499</td>
<td>Independent Study</td>
<td>No Description Available</td>
<td>Departmental permission.</td>
<td>Fall 2018</td>
<td>1-6</td>
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<tr>
<td>IDS 449</td>
<td>Theory to Practice - A School-Based Practicum</td>
<td>Students spend three hours a week in a local public school under the supervision of faculty in partnership with classroom teachers, applying what they have learned in courses.</td>
<td>SED 225, SED 335, SED 365, SED 375 and SED 435.</td>
<td>Summer 2017</td>
<td>3</td>
</tr>
<tr>
<td>IDS 471</td>
<td>English Language Learners in the Classroom</td>
<td>This course is for future and current public school teachers, to increase their effectiveness in helping English Language Learners (ELLs) learn and remember selected content (i.e., math, science, social studies, and literature). The course focuses on ESL methodologies and ways to modify mainstream course materials and instructional strategies so that ELLs can engage in course content while simultaneously developing their new language.</td>
<td>Prerequisite(s): Passing score of Praxis I or waiver and EDU 413, or (EDU 301 or EDU 307) and (EDU 311 or EDU 312), or SED 435, or ART 370, or EXS 352 and admission to Gate 3 in the certification program or departmental permission.</td>
<td>Summer 2017</td>
<td>1.5</td>
</tr>
</tbody>
</table>
RDG 470 - Literacy in the Content Areas
A study of important literacy strategies for content area teachers to scaffold instruction so that all learners can access content area texts and instruction. Strategies for vocabulary acquisition, word decoding, reading comprehension, writing, and study skills covered. Class adaptation and modification. Special Condition: Gate 3.
Prerequisite(s): EDU 413 or ART 370 or EXS 352
Last Offered: Spring 2020
1.5 credits

SCE 490 - Science (Secondary School)
General science concepts are presented through assigned readings, lecture demonstrations, and discussions for teaching grades 7-12. For teaching certification only.
Last Offered: Fall 2019
3 credits

SCE 496 - Student Teaching Seminar-Science
Discussion of educational issues, in particular those raised by students’ experiences in the field. To be taken concurrently with SCE 494.
Prerequisite(s): SCE 490. Corequisite(s): SCE 494.
Last Offered: Spring 2020
1 credits